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ABSTRACT

This annual study was conducted to determine the national supply and demand for teachers of vocational agriculture for purposes of planning a nationwide recruitment program. A questionnaire was completed and returned by head state supervisors and teacher educators in all institutions preparing teachers of vocational agriculture. The number of vocational agriculture teaching positions in the United States in 1970, the percentage of graduates entering various occupations, enrollment in colleges of agriculture, types of teaching positions, placement of graduates, teaching positions by states and regions, employment by states and regions, and a 6-year comparison of selected information on supply and demand of teachers in vocational agriculture are all contained in the report. A 70 percent gain in teacher supply is shown for a 6 year period, with 1,700 persons qualified for teaching vocational agriculture in the United States in 1970. The study concludes that a goal of qualifying 1,800 persons each year is a realistic one. This study should be useful to agricultural supervisors and teachers for preparing recruitment programs. Also available are reports for 1969 (ED 037 563) and 1971 (VT 014 574 in this issue). (GEB)

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SUPPLY AND DEMAND FOR TEACHERS OF VOCATIONAL AGRICULTURE IN 1970

A Staff Study by Ralph J. Woodin

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SUPPLY AND DEMAND FOR
TEACHERS OF VOCATIONAL AGRICULTURE
IN THE UNITED STATES
1969-70

Studies of the supply and demand of teachers of vocational agriculture have been made each year since 1965 at the direction of the Professional Personnel Recruitment Committee of the Agricultural Education Division of the American Vocational Association. This sixth annual report is designed to provide appropriate information for planning a nationwide recruitment program for teachers of vocational agriculture. During the six years in which these studies have been made there has been a serious shortage of teachers. The study shows that the shortage was still serious in 1970.

Procedures Used in the Study

This study is based upon information supplied by head state supervisors and teacher educators in all institutions preparing teachers of vocational agriculture. Each of these persons received a questionnaire about August 1, 1970 in which they were asked to provide information regarding the numbers of graduates qualified and the number of teaching positions available.

Responses were received from every state and every institution. A copy of the questionnaire is included in the Appendix.

Summary of the Study

The next three pages present a summary and overview of the major findings as well as certain recommendations and implications based upon this year's data.

The impact of a concerted recruitment effort for the past six years is shown in this year's study. In spite of an improved supply of teachers there were still serious shortages in many states indicating that recruitment efforts must be continued.

A Record Crop of Graduates

A record breaking 1,700 persons were qualified for teaching vocational agriculture in the United States in 1970, the largest group qualified in any one of the past six years. This 70% gain in teacher supply can be attributed in a large measure to the planned, united recruitment effort which has been made by the profession during the past six years.

The percentage of Agricultural Education graduates whose first occupation was teaching vocational agriculture has decreased consistently in the past six years, from 64.6% in 1965 to only 51% in 1970. This low per cent of persons entering the profession makes the task of recruitment greater. It has been attributed to the availability of employment in a wide variety of agricultural areas and also to the affect of the Asian war and services in the Armed Forces.

The high rate of turnover continues to add to the demand for teachers of vocational agriculture. Last year this per cent of turnover was approximately 10% which has been quite consistent and compares closely with that of other groups of teachers.

Number of Positions Stabilized

A comparison of number of teachers of vocational agriculture in the nation over the past six years shows that the number has stabilized just short of 11,000 positions, although supervisors predict 12,347 positions

by 1975. Since 1965 the number of positions has ranged from 10,221 in 1967 to 10,560 in 1969. This does not include 782 positions in teaching agricultural technicians in Technical Institutes and Community Colleges.

Although the number of positions in the nation has remained quite constant for the past several years there was considerable variation from state to state. During the past six years a number of states have shown steady and consistent growth but this has been offset by other states who have had reductions in numbers of teaching positions. These reductions have generally taken place in states which have been involved in extensive school consolidation programs.

Last year the four states with the largest gain in numbers of teaching positions were Ohio with 55, Minnesota with 42, Texas with 23, and Florida with 16.

Changing Teacher Responsibilities

There are several noticeable trends in teaching positions in vocational agriculture. About 95% of these positions were in general or comprehensive high schools and only about 5% in area vocational schools. About two-thirds of the positions involved teaching adults and young farmers as well as high school students. The number of teachers in multiple teacher departments has increased slowly and this year represented more than 35% of the total.

More teachers were offering specialized programs in Agricultural Education. Nearly half of all teachers were offering specialized courses in such areas as Agricultural Business and Supply, Ornamental Horticulture, and Agricultural Mechanics in 1970. Most of these programs were offered on a part-time basis rather than by full time teachers.

Only 597 teachers were employed full time in teaching in the specialized programs. Most vocational agriculture positions were filled by fully qualified persons holding a Bachelor's degree. In spite of a six year shortage of teachers only about 3%, or 338 teachers, held emergency or temporary certificates.

Finding Teachers For The 70's

If the past is a prelude to the future, then the problem of finding an adequate supply of teachers of vocational agriculture will continue during the 70's. While a continuation of the present recruitment effort on the part of the profession can do much to meet the situation it would appear that recruitment must be supplemented by other efforts to make use of qualified persons.

The following recommendations are supported by previous experience of the Professional Personnel Recruitment Committee for Agricultural Education in meeting teacher needs in vocational agriculture:

1. The present program of encouraging vocational agriculture teachers to recruit some of their best students for teaching vocational agriculture should be continued. The results of this effort during the past six years has markedly increased the supply of teachers.

2. An effort should be made to place a higher percentage of those qualified. In a highly competitive job market it would appear that students who graduate at different times of the year should be offered opportunities in teaching and that a carefully planned and systematic approach to placement should be made. Efforts should also be made to make salaries of teachers competitive with other fields which they might enter.

3. In addition to recruiting their own students of vocational agriculture, teachers may also be effective recruiters of carefully selected persons from the agricultural industries who may be especially useful as teachers in the specialized programs. Many of these persons may hold degrees from Colleges of Agriculture and may need only professional courses in order to fully qualify them for teaching.

4. The holding power of the teachers position must be increased. If the per cent of turnover could be reduced from its present level of 10% it would not only supply more teachers, but would tend to hold some of the best teachers who may be leaving for other positions.

5. Supervisors and teacher educators may need to make efforts to recruit across state lines. It is interesting to note that only 113 of 1,700 persons qualified in Agricultural Education took positions in another state. It is also worth nothing that 618 qualified persons were employed in some field other than teaching vocational agriculture. Some states had considerable numbers of teachers who were employed in fields other than teaching vocational agriculture last year. Among them were Texas with 152, Illinois with 59, Mississippi with 40. It would seem that such states might offer opportunities for other states with shortages of teachers.

6. A goal of qualifying 1,800 persons each year for teaching vocational agriculture should guide recruitment efforts. Such a goal was recommended by the Advisory Committee of the Agricultural Education Division of the American Vocational Association in 1969. This now appears to be a realistic goal which is close to being realized and probably can be met next year.

A word of caution may be raised in terms of going beyond this goal. Certainly there needs to be a reasonably good balance between supply and demand. It would appear, however, that by following the recommendations given above and preparing and qualifying about 1,800 teachers per year that the needs of Agricultural Education in the 70's may be well met.

MAJOR FINDINGS

The following pages provide additional and more detailed information regarding the supply and demand for teachers of vocational agriculture during the 1969-70 school year.

The demand for teachers of vocational agriculture in the nation is shown in Table 1. Last year a turnover of 10% required 1,029 teachers for replacements and for new teaching positions. This table indicates the seriousness of the teacher shortage in that 171 teachers were needed but not available August 1, 1970, and that 52 departments could not operate during the 70-71 school year. The fact that 338 teachers had only temporary or emergency teaching certificates is probably another indication of the shortage of teachers.

TABLE 1

NUMBER OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE IN THE UNITED STATES IN 1970

Item	Number	Per Cent
Total positions as of 6/30/70	10,520	
New and replacement positions filled during 1969-70 school year	1,029	9.8
New positions added during 1969-70 school year	183	1.7
Teachers needed but unavailable 8/1/70	171	1.6
Number of newly qualified teachers available 8/1/70	45	.4
Teachers with temporary or emergency certificates	338	3.2
Departments which will not operate in 1970-71 because of the teacher shortage	52	.5
Estimated number of teaching positions by 1975	12,347	117.4

*Does not include 782 positions in technical institutes and community colleges.

There was a slight decrease in the number of positions during the past year with a total of 10,520 compared to a total of 10,560 in the previous year. When supervisors were asked to project the number of teaching positions in their states by 1975 they indicated an increase of 1,827 positions, or an annual increase of 365 positions for the next five years.

Supply of Agricultural Education Graduates

A total of 1,700 teachers were qualified by 77 institutions last year and of these 866 assumed teaching positions in vocational agriculture representing 51% of the total. 12.7% entered the Armed Forces last year, leaving a balance of 36% of those qualified who entered other occupations such as, teaching other subjects, farm sales and service, farming and graduate work. Table 2 shows a comparison of the number of qualified graduates entering various occupations over a six-year period.

TABLE 2

PERCENTAGES OF AGRICULTURAL EDUCATION GRADUATES ENTERING VARIOUS OCCUPATIONS

Occupation	1965	1966	1967	1968	1969	1970
Teaching Vocational Agriculture	64.6	61.4	60.2	61.6	56.9	51.0
Graduate Work	9.2	10.0	12.4	7.8	9.3	9.0
Other Work	4.7	8.2	7.2	7.8	7.6	11.0
In Armed Forces	6.7	7.0	5.5	10.3	8.4	12.7
Teaching Other Subjects	6.2	5.4	8.2	7.5	11.4	7.3
Farm Sales, Service or Supply	5.6	5.4	3.2	2.0	2.7	4.1
Farming	3.0	2.6	3.3	3.0	3.7	4.9
Total Number Qualified	1038	1151	1233	1314	1566	1700
Total Number Placed in Vo-Ag	671	706	742	809	891	866

The major changes noted last year were an increase in the number entering the Armed Forces and entering farm sales, service and supply, and farming. The most important change, however, was in terms of the per cent teaching vocational agriculture. This percentage has decreased consistently for the past six years and made its sharpest decrease last year.

Comparative Enrollments
in Agricultural Colleges and
in Agricultural Education

It would appear that there should be a close relationship between the number of agricultural teachers qualified and the number of persons enrolled in agricultural colleges. A comparison of these enrollments is shown in Table 3. This table shows a more rapid increase in agricultural college enrollments than in enrollments in Agricultural Education. It does show, however, that the per cent of total college enrollments in Agricultural Education has remained about constant since 1965. Figure I shows the same figures in graphic form.

TABLE 3

ENROLLMENT IN COLLEGES OF AGRICULTURE
COMPARED WITH NUMBERS QUALIFIED IN AGRICULTURAL EDUCATION
1959-1970

Academic Year	Enrollment in Agriculture		Percent	Number Qualified in Agricultural Education		Percent	Percent of Agriculture Enrollment
1959-60	33,968	=	100%	1,324	=	100%	3.9
1964-65	39,623		116.6	1,110		83.8	2.8
1968-69	52,935		155.8	1,566		118.2	3.1
1969-70	57,517		169.3	1,700		128.4	3.0

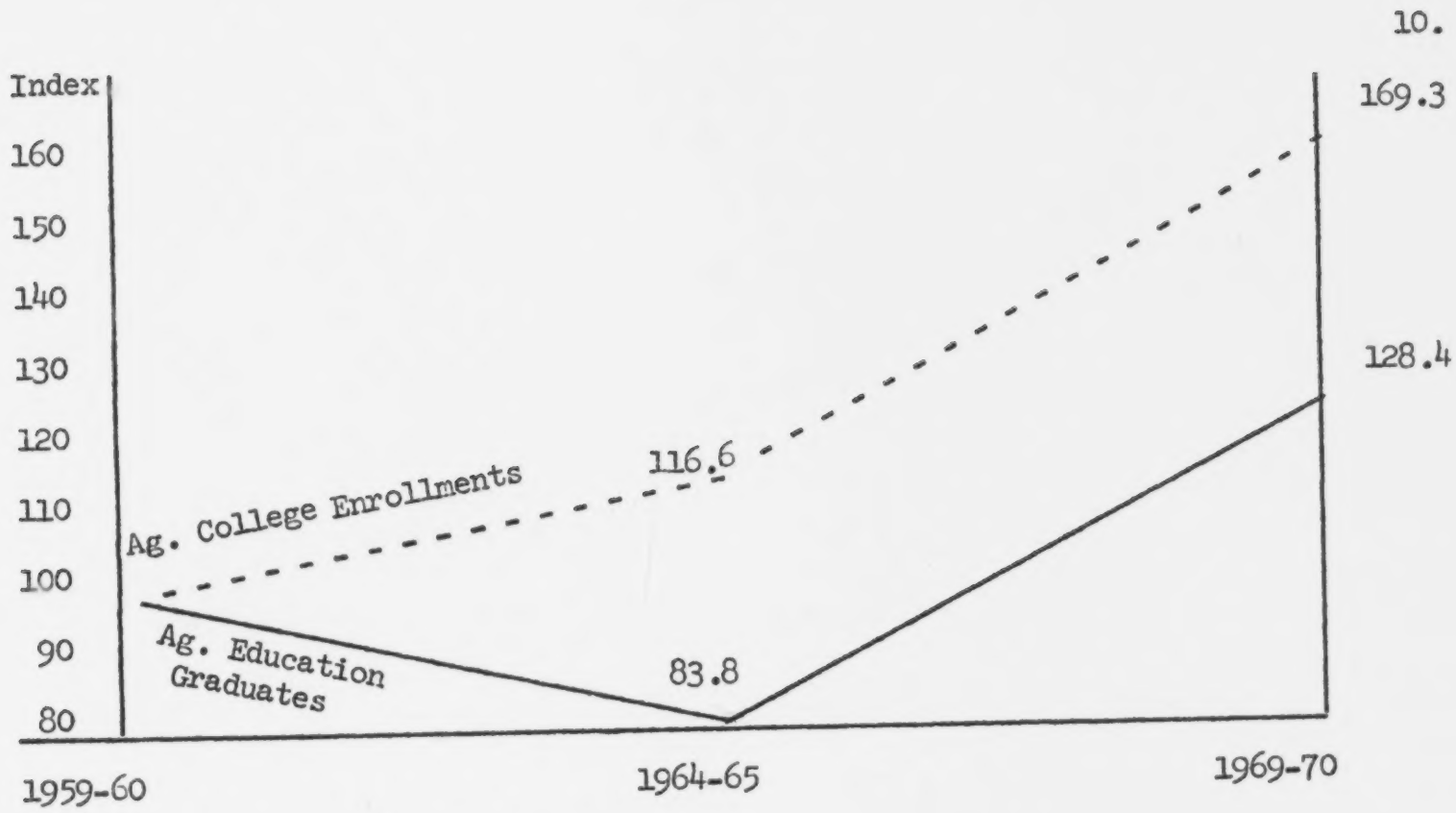

Figure 1. Comparison of Agricultural College enrollments and numbers qualified for teaching vocational agriculture.

A Six-Year Comparison of
Teacher Supply and Demand

A six year comparison of the number of positions in teaching vocational agriculture shows little change during this period. The highest number of teaching positions was shown in 1968 when there were 10,606. Last year there were 40 fewer positions than in 1969.

The seriousness of the teacher shortage is shown in the column entitled "Teachers Needed But Not Available August 1." This indicates that the teacher shortage reached it's height in 1968 and has been somewhat alleviated since, but that last year 171 more teachers were needed than were available.

TABLE 4

A SIX YEAR COMPARISON OF SELECTED INFORMATION ON
SUPPLY AND DEMAND OF TEACHERS OF VOCATIONAL AGRICULTURE

Year	Total No. of Positions	Teachers Needed But Not Available August 1	Total Qualified for Teaching	Percent Qualified Entering Vo-Ag Teaching
1965	10,378	120	1,038	64.6
1966	10,325	162	1,151	61.4
1967	10,221	232	1,233	60.2
1968	10,606	141	1,314	61.6
1969	10,560	121	1,566	56.9
1970	10,520*	171	1,700	51.0

* The figure for 1970 does not include 782 teachers of agricultural technicians in technical institutes, community colleges and similar institutions.

Types of Teaching
Positions in Teaching
Vocational Agriculture

Some of the changes in vocational agriculture teaching positions are shown in Table 5. This table shows that 63% of teachers taught both high school and continuing education classes for adult and young farmers. Only 244 were full time teachers of adult and young farmer classes. 95% of the vocational agriculture positions were located in comprehensive or general high schools and only about 5% in area vocational schools and vocational high schools. About 65% of the teachers were in single teacher departments, as compared to 70% in the previous year.

About 40% of all teachers were full time teachers of production agriculture, which was about the same as the previous year. The number of teachers combining production agriculture with one or more classes in specialized programs such as Agricultural Supply, Agricultural Mechanics, etc. represented 39% of the total which represented a slight increase over the previous year.

The number of teachers with full time responsibility for specialized programs, such as Agricultural Supplies, Agricultural Mechanics, Agricultural Products, etc. remained low. Only 597 such full time positions existed and this represented only about 6% of the total.

TABLE 5

TYPES OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE IN 1970

Type of Position	Number	Percent
By Kind of Students		
Teachers of adult and young farmer classes only	244	2.3
Teachers of high school classes only	3628	34.5
Teachers of both high school and out-of-school classes (adult and/or young farmer classes)	6648	63.2
Teachers of agriculture in Community or Junior Colleges, or Technical Institutes	782	
By Kind of School		
Teachers in general or comprehensive high schools	9928	94.4
Teachers in area vocational schools	487	4.6
Teachers in vocational high schools	105	1.0
By Size of Staff		
Teachers in single teacher departments	6819	64.8
Teachers in multiple teacher departments	3701	35.2
By Kind of Programs		
Teachers in full time production agriculture programs	4289	40.8
Teachers in part-time production agriculture programs and had one or more classes in specialized programs such as: Agricultural Supplies, Agricultural Mechanics, etc.	4128	39.2
Teachers in full time specialized programs such as: Agricultural Supplies, Agricultural Mechanics, Agricultural Products, etc.	597	5.7
Teachers in some combination of agricultural and academic subjects	1506	14.3

Agricultural Education Graduates
by States and Regions

Table 6 presents a brief summary of the numbers qualified in Agricultural Education and their placement by state and region in 1970.

There was a close relationship between the regions with the largest number of teaching positions and those producing the largest number of qualified graduates. The Southern Region, for example, had 4,968 teaching positions, produced 758 qualified graduates of which 347 were placed in teaching representing 45.8% of the total. The Pacific Region had the highest placement rate with 66.2%.

TABLE 6

PLACEMENT OF AGRICULTURAL EDUCATION GRADUATES
BY REGIONS IN 1970

Region	Teaching Positions	Number Qualified Graduates	Number Placed in Teaching Vo-Ag	% Placed in Teaching Vo-Ag
Southern	4968	758	347	45.8
Central	3354	616	328	53.2
Pacific	1216	210	139	66.2
North Atlantic	982	116	52	44.9

A comparison of the numbers of teaching positions in each of the states and regions in Shown in Table 7. The number of teacher replacements was highest in the Central Region which required 442 teachers, followed by the Southern Region which required 357. The Atlantic Region had a need for 84 teachers and the Pacific Region 146.

TABLE 7

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1970

North Atlantic Region

State	Total Positions 8/1/70	Change in Total Positions Since 8/1/69	Estimated Number of Teachers Needed by 1975	Number of New and Replacement Teachers Employed to 8/1/70	Teachers Still Needed 8/1/70	Total Teachers Needed
Pennsylvania	287	0	325	29	1	30
New York	291	+ 6	310	22	6	28
West Virginia	99	+ 2	99	10	0	10
Maryland	72	+ 2	87	7	5	12
Massachusetts	57	+ 1	65	5	0	5
Connecticut	45	+ 1	48	0	0	0
New Jersey	42	+ 2	60	4	2	6
Vermont	27	0	40	2	1	3
Delaware	19	0	34	0	0	0
Maine	19	+ 3	30	2	3	5
Rhode Island	13	+ 1	20	1	1	2
New Hampshire	11	0	20	2	3	5
TOTAL FOR REGION	982	+18	1138	84	22	106

TABLE 7 (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1970

Central Region

State	Total Positions 8/1/70	Change in Total Positions Since 8/1/69	Estimated Number of Teachers Needed by 1975	Number of New and Replacement Teachers Employed to 8/1/70	Teachers Still Needed 8/1/70	Total Teachers Needed
Illinois	457	+ 4	657	64	12	76
Ohio	462	+55	600	35	6	41
Minnesota	432	+42	500	53	15	68
Wisconsin	327	+ 7	340	43	6	49
Kentucky	284	+ 1	280	30	0	30
Indiana	265	- 3	325	37	7	44
Missouri	252	0	275	25	0	25
Iowa	241	+ 1	250	50	1	51
Michigan	185	-10	230	23	0	23
Kansas	182	- 1	195	30	0	30
Nebraska	127	+ 6	150+	30	6	36
North Dakota	74	+ 2	90	2	4	6
South Dakota	66	- 2	77	20	7	27
TOTAL FOR REGION	3354	+102	3969	442	64	506

TABLE 7 (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1970

Pacific Region

State	Total Positions 8/1/70	Change in Total Positions Since 8/1/69	Estimated Number of Teachers Needed by 1975	Number of New and Replacement Teachers Employed to 8/1/70	Teachers Still Needed 8/1/70	Total Teachers Needed
California	446	-98	520	40	7	47
Washington	158	-54	200	21	3	24
Oregon	130	+ 1	135	25	3	28
Colorado	75	+ 2	95	15	1	16
Idaho	70	- 1	78	7	0	7
Utah	62	- 1	65	6	0	6
New Mexico	63	+ 1	82	12	2	14
Montana	62	+ 1	70	5	1	6
Arizona	51	- 1	70	5	0	5
Wyoming	51	0	48	0	0	0
Hawaii	31	0	35	5	0	5
Nevada	17	+ 1	24	5	0	5
TOTAL FOR REGION	1216	-149	1422	146	17	163

TABLE 7 (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1970

Southern Region

State	Total Positions 8/1/70	Change in Total Positions Since 8/1/69	Estimated Number of Teachers Needed by 1975	Number of New and Replacement Teachers Employed to 8/1/70	Teachers Still Needed 8/1/70	Total Teachers Needed
Texas	1182	+23	1650	75	0	75
North Carolina	574	-26	600	20	10	30
Alabama	390	0	500	35	5	40
Oklahoma	387	+ 2	415	39	0	39
Georgia	358	- 3	400	35	12	47
Virginia	349	+ 9	375	24	3	27
Florida	326	+18	440	36	5	41
Mississippi	283	-19	253	9	7	16
Louisiana	292	- 4	290	12	2	14
Arkansas	286	- 9	290	28	12	40
South Carolina	271	-13	300	22	10	32
Tennessee	270	+ 1	300	22	2	24
TOTAL FOR REGION	4968	-21	5813	357	68	425
TOTAL FOR THE UNITED STATES	10,520	-50	12,342	1,029	171	1,200

* Plus 782 teachers of Agricultural Technicians in Technical Institutes, Junior and Community Colleges

Numbers Prepared For Teaching
Vocational Agriculture

Table 8 shows that of 1,700 persons prepared for teaching vocational agriculture in the United States in 77 different institutions, that 866 became teachers of vocational agriculture, 216 entered the Armed Forces, and 618 were otherwise employed. The largest number of teachers, 758, were prepared in the Southern Region, followed by 616 in the Central Region. 210 were prepared in the Pacific Region and 116 in the North Atlantic Region.

In most states one university has been designated for preparation of teachers of vocational agriculture. States with more than one institution preparing teachers of vocational agriculture included Texas with 9; Illinois with 4; Alabama, Arkansas, Louisiana and Wisconsin with 3 each; and California, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia each with two.

A comparison of the number of teachers qualified and the numbers employed but not teaching in Table 9, shows that all of the regions have an appreciable number of qualified persons entering other positions. It also shows that few persons, qualified as teachers, have left their home states to find employment.

Table 10 lists all states with 12 or more Agricultural Education graduates employed but not teaching vocational agriculture. These states may well represent desirable places to look for teachers of vocational agriculture by those anticipating a shortage. Table 10 shows that the first three states listed - Texas, Illinois and Mississippi - had over 250 qualified persons last year who were employed in occupations other than teaching vocational agriculture.

TABLE 8

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1969-70 SCHOOL YEAR

State	Institutions Reporting	Number of Qualified Graduates: Teaching Vo-Ag	In Armed Forces	Otherwise Employed	Total Qualified Graduates
	North Atlantic Region				
Connecticut	University of Connecticut	2	0	1	3
Delaware	University of Delaware	2	1	0	3
	Delaware State College, Dover	1	0	0	1
Maine	University of Maine	0	0	0	0
Maryland	University of Maryland	1	0	0	1
	University of Maryland, Eastern Shore	0	0	2	2
Massachusetts	University of Massachusetts	5	0	10	15
New Hampshire	University of New Hampshire	1	0	3	4
New Jersey	Rutgers University	2	0	2	4
New York	Cornell University	14	9	12	35
Pennsylvania	Penn. State University	13	3	12	28
Rhode Island	University of Rhode Island	3	0	4	7
Vermont	University of Vermont	1	1	4	6
West Virginia	West Virginia University	7	0	0	7
TOTAL FOR REGION		52	14	50	11[illegible]

TABLE 8 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1969-70 SCHOOL YEAR

State	Institutions Reporting	Number of Qualified Graduates: Teaching Vo-Ag	In Armed Forces	Otherwise Employed	Total Qualified Graduates
	Central Region				
Illinois	Illinois State University	12	6	37	55
	Southern Illinois Univ.	12	8	15	35
	University of Illinois	14	2	6	22
	Western Illinois University	4	2	1	7
Indiana	Purdue University	35	5	22	62
Iowa	Iowa State University	29	9	17	55
Kansas	Kansas State University	14	10	7	31
Kentucky	Murray State University	10	3	7	20
	University of Kentucky	17	0	9	26
Michigan	Michigan State University	24	0	10	34
Minnesota	University of Minnesota	27	1	10	38
Missouri	University of Missouri	19	3	5	27
Nebraska	University of Nebraska	21	6	14	41
North Dakota	North Dakota State Univ.	14	1	6	21
Ohio	Ohio State University	39	8	25	72
South Dakota	South Dakota State Univ.	13	5	2	20
Wisconsin	University of Wisconsin	3	0	1	4
	Wisconsin State Univ. - River Falls	15	4	12	31
	Wisconsin State Univ. - Platteville	6	5	4	15
TOTAL FOR REGION		328	78	210	616

TABLE 8 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1969-70 SCHOOL YEAR

State	Institutions Reporting	Number of Qualified Graduates: Teaching Vo-Ag	In Armed Forces	Otherwise Employed	Total Qualified Graduates
	Pacific Region				
Arizona	University of Arizona	7	2	4	13
California	California State Polytechnic	22	0	3	25
	Univ. of California, Davis	20	0	2	22
Colorado	Colorado State University	11	4	6	21
Idaho	University of Idaho	5	2	7	14
Montana	Montana State University	12	4	4	20
Nevada	University of Nevada	1	0	0	1
New Mexico	New Mexico State University	13	1	10	24
Oregon	Oregon State University	14	2	2	18
Utah	Utah State University	15	0	8	23
Washington	Washington State University	12	0	5	17
Wyoming	University of Wyoming	7	3	2	12
TOTAL FOR REGION		139	18	53	210

TABLE 8 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1969-70 SCHOOL YEAR

State	Institutions Reporting	Number of Qualified Graduates: Teaching Vo-Ag	In Armed Forces	Otherwise Employed	Total Qualified Graduates
		Southern Region			
Alabama	Alabama A & M College	4	0	2	6
	Auburn University	27	5	17	49
	Tuskeegee Institute	0	0	2	2
Arkansas	A. M. & N. College	4	0	4	8
	Arkansas State University	10	4	11	25
	University of Arkansas	5	6	3	14
Florida	Florida A & M University	3	3	1	7
	University of Florida	20	1	6	27
Georgia	Fort Valley State College	0	0	5	5
	University of Georgia	22	0	0	22
Louisiana	Louisiana State University	3	0	1	4
	Southern Louisiana	2	2	5	9
	University of S. W. Louisiana	6	1	7	14
Mississippi	Alcorn A & M College	5	3	24	32
	Mississippi State University	19	2	16	37
North Carolina	North Carolina State University	21	3	7	31
	A & T State University	2	2	4	8
Oklahoma	Oklahoma State University	42	21	17	80
Puerto Rico (no report)					

TABLE 8 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1969-70 SCHOOL YEAR

State	Institutions Reporting	Number of Qualified Graduates: Teaching Vo-Ag	In Armed Forces	Otherwise Employed	Total Qualified Graduates
	Southern Region (continued)				
South Carolina	Clemson University	10	2	7	19
	South Carolina State College	2	0	5	7
Tennessee	Tenn. A & I State University	1	0	0	1
	University of Tennessee	9	1	5	15
Texas	Texas A & M University	17	12	27	56
	East Texas State University	25	7	16	48
	Prairie View A & M College	1	2	6	9
	Sam Houston College	11	6	29	46
	South West Texas State College	5	5	4	14
	Stephen F. Austin State College	7	1	13	21
	Tarleton State College	18	3	18	39
	Texas College of A & I	8	2	11	21
	Texas Technological College	21	10	28	59
Virginia	Virginia State College	0	2	0	2
	Virginia Polytechnic Institute	17	0	4	21
TOTAL FOR REGION		347	106	305	758
TOTAL FOR THE UNITED STATES		866	216	618	1700

TABLE 9

AGRICULTURAL EDUCATION GRADUATES EMPLOYED
OUTSIDE THE STATE WHERE QUALIFIED
- BY REGION

Region	Teachers Qualified	Employed But Not in Teaching	Employed Outside the State
North Atlantic	116	50	15
Central Region	616	210	36
Pacific Region	210	53	17
Southern Region	758	305	45
TOTAL	1700	618	113

Locating Needed Teachers

Tables 9 and 10 are included in this year's study in order to aid those who may wish to find additional teachers from other states. Table 9 shows that a sizable number of persons who were qualified for teaching, 618 entered other fields. Probably some of these persons would have entered teaching had the opportunity been presented to them at the time they were first qualified. Another figure with implications for teacher placement is that only 113 persons, or less than 75% of those employed, were employed outside their home states. Table 10 presents a list of 16 states where 12 or more persons, who were qualified for teaching vocational agriculture, entered other employment. Such states should be promising sources of teachers for those willing to compete for them in the job market.

It should be emphasized that some of the states listed were also short of teachers for their own needs.

(continued on Page 26)

TABLE 10

STATES WITH TWELVE OR MORE
AGRICULTURAL EDUCATION GRADUATES EMPLOYED
IN POSITIONS OTHER THAN TEACHING
VOCATIONAL AGRICULTURE

State	Total Qualified	Employed in Other Positions
Texas	313	152
Illinois	119	59
Mississippi	69	40
Ohio	72	25
Indiana	62	22
Alabama	57	21
Arkansas	47	18
Wisconsin	50	17
Iowa	55	17
Oklahoma	80	17
Kentucky	46	16
Nebraska	41	14
Louisiana	27	13
Pennsylvania	28	12
New York	35	12
South Carolina	26	12

Interstate efforts at teacher placement have not been widely practiced in Agricultural Education in the past but would seem to offer one means of alleviating the shortage of teachers of vocational agriculture.

APPENDIX

Return to: Dr. Ralph J. Woodin, Chairman
Professional Personnel Recruitment Committee
Room 203, Agricultural Administration Building
The Ohio State University
2120 Fyffe Road
Columbus, Ohio 43210

by August 15, 1970.

SURVEY OF TEACHER SUPPLY AND DEMAND
IN VOCATIONAL AGRICULTURE

Name_____ Position _____State _____

1. Number of teachers of vocational agriculture employed in your state during the 1969-70 school year. Do not include teachers in Technical Institutes and Community Colleges. _____

2. Number of replacements required for the above teachers during the past year. _____

3. Number of new and additional positions in teaching vocational agriculture which became available during the past year (7/1/69 to 6/30/70). _____ Number of positions discontinued. _____ Net gain in number of positions during past year. _____

4. Number of newly qualified candidates for teaching vocational agriculture still available (8/1/70). _____

5. Number of vocational agriculture teachers still needed (8/1/70) but not available in your state. _____

6. Number of vocational agriculture teachers last year who held emergency or temporary certificates. _____

7. Number of departments which probably will not operate this year because of a shortage of teachers. _____

8. Estimated total number cf teaching positions in vocational agriculture in full-time equivalents in your state by 1975. _____

9. Of the total number of vocational agriculture teachers reported in Item 1, how many teachers:

   9.1 taught adult and young farmer classes only _____.

   9.2 taught high school classes only _____.

   9.3 taught both high school and out-of-school classes (adult and/or young farmer classes) _____.

   (9.1 + 9.2 + 9.3 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1:

9.5 taught in general or comprehensive high schools _____.

9.6 taught in vocational high schools _____.

9.7 taught in area vocational schools _____.

(9.5 + 9.6 + 9.7 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1:

9.8 taught in single teacher departments _____.

9.9 taught in multiple teacher departments _____.

(9.8 + 9.9 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1:

9.10 taught full time in production agriculture programs _____.

9.11 taught part-time in production agriculture programs and had one or more classes in specialized programs such as: Agricultural Supplies, Agricultural Mechanics, Agricultural Products (processing), Ornamental Horticulture, Agricultural Resources and Recreation, and Forestry _____.

9.12 taught full time in programs such as Agricultural Supplies, Agricultural Mechanics, Agricultural Products (processing), Ornamental Horticulture, Agricultural Resources and Recreation, and Forestry _____.

9.13 taught some combination of agricultural and academic subjects _____.

(9.10 + 9.11 + 9.13 should equal the number of teachers reported in Item 1.)

10. In addition to the teachers of vocational agriculture reported in Item 1, how many teachers were employed as teachers of agriculture in:

Community or Junior Colleges _____.

Technical Institutes _____.

Number qualified for teaching vocational agriculture from your college or university 6/30/69 to 7/1/70 _____.

Of these qualified in 1970, how many had entered the following occupations by 8/15/70

Teaching Vo-Ag	_____	Farming	_____
Teaching other subjects	_____	Graduate work	_____
Farm sales service or supply	_____	Armed Forces	_____
Of those qualified in 1969 how many were employed outside your state _____		Other	_____

Total enrollment in agriculture including agricultural education in your institution for the year 1969-70 _____.

Signed _____ Institution _____